

SC482872

Registered provider: Park Blue Homes Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private organisation. It provides care for up to three children who experience social and emotional difficulties and who may also have a learning disability. At the time of this inspection, two children were living at the home.

The manager registered with Ofsted in June 2023 and is currently on maternity leave. The covering manager has applied to register with Ofsted.

Inspection dates: 4 and 5 February 2025

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
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How well children and young people are helped and protected	requires improvement to be good
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The effectiveness of leaders and managers	requires improvement to be good
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The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 23 January 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
23/01/2024	Full	Good
07/02/2023	Full	Good
14/09/2021	Full	Good
20/01/2020	Interim	Declined in effectiveness

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

The inspector met both children during the inspection.

Children's experiences in this home are mixed. Continued staffing changes mean that they do not always receive support from staff they know well. Children build relationships with new staff, only to see them leave. Some endings are well planned and positive. However, for a small minority, endings and conversations have not been skilfully managed to avoid placing blame on children.

Children have opportunities for positive and enriching activities. One child continues to hold an interest in specific architecture and enjoys taking new staff to see their favourite buildings. The maintenance worker helped the child to construct a model well and pylon in the garden, again linked to their interests. Both children enjoyed a summer holiday to Greece. Staff take children to the gym or for meals out. Closer to home they try different cuisines, adding favourites to the menu. Staff encourage children to take part in weekly wellness activities to promote physical, emotional and mental wellbeing.

Children's day to day experiences are mixed, and they are not always in positive routines. Children have inconsistent sleep schedules and are frequently up until the early hours of the morning. Children eat a wide variety of foods, but the amount they eat, and the times they eat, is inconsistent. This is not sufficiently identified by managers, and as a result, there are no plans in place to improve this.

In the last year, both children's school placements have broken down. Neither child is in full time education. The manager made a formal complaint to the local authority about the lack of education for one child, and they now attend mentoring one day a week. The other child's education at college has recently ended due to safety concerns, and they have support from two different mentoring services. Their engagement with these services is inconsistent. Professionals consider these services to be the right provision, and identify the child requires the support and encouragement of staff from the home to attend. Due to the relatively new relationships, the support they provide is not always effective to promote engagement.

One child is 17, and will soon be leaving the home. Managers work with their mother and professionals to begin to plan the next steps. However, the understanding of independence planning in the home is under-developed. While staff know the broad areas to support them to improve their skills, there is not a clear plan in place to support the child, in line with their specific learning needs.

One child's relative feels that staff share the important things with her. However, they had not been able to get in touch with staff during an incident when the child was missing to share information about their whereabouts. The other child's mother is

worried about the impact of staff changes on the care and support provided, and on the wellbeing of the child.

How well children and young people are helped and protected: requires improvement to be good

Serious incidents have occurred in the home. This includes damage to property, harm to staff and the theft of a vehicle. These incidents are compounded by support from inexperienced staff, who had not been in the home long enough to build meaningful relationships with children. Management oversight of these incidents is robust. However, the learning identifies that the staffing situation has contributed towards the incidents occurring. Staff have not always been able to support children's behaviour and help them settle, or prevent incidents from escalating. Staff have not always been familiar with or followed children's behaviour support plans or the organisations policies. Following a number of incidents during the night, staff do not consistently promote positive behaviour and routines, due to concerns that a more serious incident could occur.

Staff recognise that both children need support to develop age-appropriate understanding of risks. They take the children out to get them more used to spending time alone in the community and help them to take more responsibility for purchasing items in shops or cafes. Staff have conversations with children to help them learn how to be safe.

Staff support children to learn about online safety, as both children have new phones and can regularly access the internet. In preparation for getting their phones, the manager spoke with both children to set clear expectations about how to safely use them. However, these are not consistently followed. Children only allow some staff to check their phones, despite regular phone checks being planned to ensure safety. Both children have been exposed to harmful online content. The concerns were shared with the children's social workers but not reported to the police.

Safer recruitment processes are followed. During recruitment, managers take detailed employment histories and scrutinise records for employment gaps.

The effectiveness of leaders and managers: requires improvement to be good

The registered manager is currently on maternity leave. Leaders identified an experienced deputy from within the organisation to step up to management. A thorough transition period was in place to help children and staff get to know the new manager.

There have been significant staffing challenges within the home. There have been 15 different members of staff start and leave the home since the last inspection. Only one member of staff, who works nights, has worked at the home for over a year. There were a similar number of leavers the previous year. The ongoing turnover of staff limits children's opportunities to form positive and trusting relationships with them, and for staff to develop the skills needed to deliver the statement of purpose. The staff team are inexperienced, and only the manager has a qualification relevant to the residential care

of children. Experienced staff from the provider's other homes have spent periods of time in the home to support newer staff and these will continue to provide temporary support when needed. This means that children are familiar with staff that will work in the home. Managers have analysed the staffing challenges and identified strategies to try and support staff retention. This includes a focus on staff wellbeing. The manager is praised by other professionals as working hard to create stability in the home which has led to a permanent staff group recently being in place.

Staff currently working in the home are enthusiastic and willing to learn and work together as a team. They receive regular supervision which helps them to understand their role and responsibilities. Staff participate in team meetings and in reflective group supervision sessions. These can help to explore challenges and consider incidents in more detail. However, the impact of these sessions on practice is limited due to staffing stability.

Staff identify and challenge discrimination, bullying and racism.

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered person(s) must comply within the given timescales.

Requirement	Due date
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home's workforce provides continuity of care to each child; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(b)(c)(e)(f)) In particular, ensure that staff have the skill and experience to support children, and ensure that they understand and deliver care in line with the statement of purpose. In addition, ensure that oversight of the home considers and understands the impact of staffing changes on children's experiences and progress.	28 March 2025

The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— mutual respect and trust; an understanding about acceptable behaviour; and positive responses to other children and adults. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— meet each child’s behavioural and emotional needs, as set out in the child’s relevant plans; help each child to develop socially aware behaviour; encourage each child to take responsibility for the child’s behaviour, in accordance with the child’s age and understanding; help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; communicate to each child expectations about the child’s behaviour and ensure that the child understands those expectations in accordance with the child’s age and understanding; strive to gain each child’s respect and trust; de-escalate confrontations with or between children, or potentially violent behaviour by children. (Regulation 11 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(v)(viii)(xi)) In particular, ensure that staff provide clear expectations to children about how to behave in the home, and that they have the skill to intervene to prevent incidents escalating.	28 March 2025
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being; and	28 March 2025

children are helped to lead healthy lifestyles. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— achieve the health and well-being outcomes that are recorded in the child’s relevant plans; understand the child’s health and well-being needs and the options that are available in relation to the child’s health and well-being, in a way that is appropriate to the child’s age and understanding; understand and develop skills to promote the child’s well-being. (Regulation 10 (1)(a)(b)(c) (2)(a)(i)(ii)(iv)) In particular, ensure that children receive support to maintain healthy sleep patterns and have a healthy and balanced diet including structured mealtimes.	
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child’s education and training targets, as recorded in the child’s relevant plans; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment. (Regulation 8 (1) (2)(a)(i)(iii)(iv)) In particular, ensure one child receives support to overcome barriers and enable them to consistently engage with the maximum education time available to them.	28 March 2025

The quality and purpose of care standard is that children receive care from staff who— understand the children’s home’s overall aims and the outcomes it seeks to achieve for children; use this understanding to deliver care that meets children’s needs and supports them to fulfil their potential. In particular, the standard in paragraph (1) requires the registered person to— ensure that staff— help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult. (Regulation 6 (1)(a)(b) (2)(b)(vi)) In particular, ensure that staff develop clear plans to support children to develop their independence skills, in line with their learning needs.	28 March 2025
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Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’.

Children's home details

Unique reference number: SC482872

Provision sub-type: Children's home

Registered provider: Park Blue Homes Ltd

Registered provider address: 38 Freemans Way, Harrogate HG3 1DH

Responsible individual: Nikkie Streat

Registered manager: Chloe Ruddie

Inspector

Clare Nixon, Social Care Inspector

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